

**THE EFFECT OF USING VENN DIAGRAM STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION
AT SMPN 2 PANGKALAN LESUNG
PELALAWAN REGENCY**



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1434 H/2013 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education



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ABSTRACT

Septia Maria F. (2012). The Effect of Using Venn Diagram Strategy toward Students' Reading Comprehension at State Junior High School 2 Pangkalan Lesung Pelalawan Regency

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text and had difficulties in analyzing the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Junior High school 2 Pangkalan Lesung, Pelalawan Regency. The subject was the second year students of State Junior High School 2 Pangkalan Lesung Pelalawan Regency, and the object of this research was the effect of Venn Diagram Strategy toward students' reading comprehension in descriptive text. The design of this research was Quasi-Experimental Research.

The population of this research was all of the second year students. The total number of population was 60 students. Because the number of population was less than 100, the writer took all of the population as sampling. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 17.

After analyzing the data, the writer found that there is significant effect of Using Venn Diagram Strategy toward Students' Reading Comprehension at State Junior High School 2 Pangkalan Lesung Pelalawan Regency, where T shows 5.704 at significant level of 5% it shows 2.00, and at level of 1%, it shows 2.65. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $2.00 < 5.704 > 2.65$.

ABSTRAK

Septia Maria F. (2012). Pengaruh Penggunaan Strategi Diagram Venn Terhadap Pemahaman Bacaan Siswa di Sekolah Menengah Pertama Negeri 2 Pangkalan Lesung Kabupaten Pelalawan.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam menganalisa text bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di Sekolah Menengah Pertama Negeri 2 Pangkalan Lesung Kabupaten Pelalawan Pelalawan. Subjek dari penelitian ini adalah siswa tahun kedua Sekolah Menengah Pertama Negeri 2 Pangkalan Lesung Kabupaten Pelalawan, dan objek dari penelitian adalah Pengaruh Penggunaan Strategi Diagram Venn terhadap pemahaman bacaan siswa. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 60 siswa. Dikarenakan jumlah populasinya kurang dari 100, penulis mengambil semua populasi sebagai sampel. Untuk data analisisnya, penulis menggunakan independent sampe t-test dengan menggunakan software SPSS 17.

Setelah data di analisis, penulis menemukan pengaruh yang signifikan dari Strategi *Diagram Venn* terhadap pemahaman bacaan siswa di Sekolah Menengah Pertama 2 Pangkalan Lesung kabupaten Pelalawan, dimana T menunjukkan 5.704 pada level signifikan 5% adalah 2.00, dan level 1% adalah 2.65. maka, null hypothesis (H_0) ditolak, dan alternatif hypothesis (H_a) diterima, ditunjukkan dengan $2.00 < 5.704 > 2.65$.

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Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researchers.

Pekanbaru, January 11th 2012

Septia Maria F

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the activities done by language learners (English language) and it is one of the language skills. Reading will not be successful if the readers do not know vocabulary, grammar, sentence structure as well, especially for the students in Junior High schools. Moreover, students are researchers. According to Kalayo and Ansyari pointed out that “reading needs vocabulary, grammar, sentence structure.”¹

As one of the language skills, reading has an important role as a commodity consumed by all people, especially literate society. Reading is very important. From reading, readers will know much information and knowledge. Patel and Praveen said “reading is an important activity in life in which one can update his/her knowledge.”² It means that readers can update our knowledge or information in our life by reading.

In English teaching learning process in Indonesia, especially in every educational level, reading is categorized as language skill that should be mastered by all students. Patel and Praveen said that “Reading is the most useful and important skill for people. Reading is not only a source of information and a

¹Kalayo Hasibuan and Muhamad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau. 2007. p.113.

²M.F Patel and Praveen m.Jain. *English Language Teaching (Method, Tool, and Technique)*. Jaipur: Sunrice Publisher. 2008. P.113.

pleasure of an activity but also as a mean of consolidating and extending one's knowledge of the language.”³

In reading, comprehension becomes the important point that should be mastered by the students. Vaughn and Thompson said “comprehension is the active process of constructing meaning from text.”⁴ Readers cannot get the meaning of the text without comprehension. A reader should have attention, memory, and motivation in reading a text. If a reader does not give attention, memory to the text that has been read, reader will not comprehend about the content of a text.

State Junior High school (SMP) 2 Panglakan Lesung is one of the schools that is located in Pangkalan Lesung. As a formal school, this school also provides English to its students, especially in term of English reading. In this school, English is taught five hours a week, every hour is 45 minutes. Based on School Based Curriculum 2006 the purpose of English learning in SMP N 2 Pangkalan Lesung, especially for reading skills, is student must comprehend the kind of text, such as descriptive, narrative, and recount.⁵ This research, the writer will focus in Descriptive text. The passing score (KKM) of English subject in SMPN 2 Pangkalan Lesung is 60. Based on the information above, it can be concluded that reading skills need a lot of aspects that should be mastered by students.

³*ibid.* p.114

⁴Sharon Vaughn and Sylvia Linan-Thompson. *Research-Based Methods of Reading Instruction Grades K-3*. Alexandria, Virginia: Association for Supervision and Curriculum Development. 2004. p. 98.s

⁵ Srilawati Purba, S.Pd. *Syllabus of SMPN 2 Pangkalan Lesung 2010-2011*. Pangkalan Lesung : Unpublished, 2010

Based on writers' preliminary study at state junior high school 2 Pangkalan Lesung, seen that some of the students still faced various problems and difficulties in English, especially reading comprehension. Difficulties will be stated in these following symptoms:

1. Some of the students are not able to comprehend the reading text.
2. Some of the students get difficulties to find the main idea from the text
3. Some of the students do not know the meaning the word of the text.
4. Some of the students are not interested in learning reading.
5. Some of the students are not able to identify referentof the text

To improve students' reading comprehension needs a strategy or technique helping them as a solution of the problem. There is a strategy that can help student improve their reading comprehension, called Venn diagram.

Venn diagram is one of the graphic organizing strategy. According to Katherine S. Mcknight, Venn diagrams are graphic organizers that provide a visual comparison of similarities and differences between subjects.⁶Venn diagram consists of circles. The differences are indicated by words or phrases written in the nonoverlapping parts of the circle. The similarities are created by the interaction of the circles. It can be completed in individual and large or small group discussions.

⁶Katherine S. Mcknight. *The Teacher's Big Book of Graphic Organizers;100 Reproducible Organizers That Help Kids with Reading, Writing, and the Content Areas*.San Francisco:Jossey-Bass.2010.p.12

Venn diagram strategy will support students to develop reading comprehension, to identify the main ideas, to compare to text.⁷ By using Venn diagram strategy students not only compare and contrast the text but also student can develop reading comprehension and identify the main idea of the text.

Therefore, the writer is interested in carrying out the research entitled “**the Effect of Using Venn Diagram Strategy toward Students’ Reading Comprehension at SMPN 2 Pangkalan Lesung Pelalawan Regency**”.

B. The Definition of the Term

1. Venn diagram Strategy

Venn diagram is a particularly effective device for student to use when reading informational texts in which two or more topics are being compared and contrasted.⁸ This strategy helps Students to write the difference and the similarities of the topic.

⁷Victorian Government Department of Education and Early Childhood Development. **Literacy Professional Learning Resource**. <http://www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/strategies/tsvels3reading.htm#12>

⁸ Graves, Michael F, connie juel, and Bonnie B. Graves. 2001. Teaching Reading in the 21st Century. Boston: A person Education Company. p.425

2. Reading comprehension

Reading refers to the ability to comprehend or to make meaning from written text.⁹ Comprehension is referring to the ability to understand and interpret spoken and written language¹⁰.

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.¹¹ It means that, reading comprehension is the ability of the reader to take the information and knowledge from written text.

3. Descriptive text

Descriptive Text is a kind of text with a purpose to give information.¹² The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The purpose of descriptive text is to help our listener/ readers see the people, other animals, things and place in a text.¹³

⁹ Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach:Shell education, 2008.p.15

¹⁰David Crystal. *A Dictionary of linguistics and phonetics: sixth edition*. Garsington Road: Blackwell. 2008. P. 97

¹¹ Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. . Huntington Beach:Shell education. 2008.p.18

¹² PW, M Mursyid. *English Learning Handout For Grade VIII*: Karangdadap:SMPN 1 Karangdadap.p.4

¹³Association Education Asia.*A Lower secondary Guide;English in focus*.Singapore:Pearson Education Asia Pte.Ltd.2002

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. What factors make the students are not able to comprehend the reading text?.
- b. How is students' in finding main idea from the text?
- c. What factors make the students do not know the meaning the word of the text?
- d. What factors make the students are not interested in learning reading?
- e. Are some of the students not able to identify referent of the text?

2. The Limitation of the problem

Based on the Identification of the problem above, it is very important for the writer to limit the problem. The writer then limits the problem only the effect of using Venn Diagram Strategy toward students' reading comprehension at SMPN 2 Pangkalan Lesung Pelalawan Regency in descriptive text.

3. Formulation of the Problem

The problems of this research will be formulated in the following questions:

- a. How is students' reading comprehension in Descriptive text is taught without using Venn diagram strategy at State Junior High School 2 Pangkalan Lesung?
- b. How is students' reading comprehension in Descriptive text is taught by using Venn diagram strategy at State Junior High School 2 Pangkalan Lesung?
- c. Is there are any significant effect of using Venn diagram strategy in reading comprehension at State Junior High School 2 Pangkalan Lesung?

D. The Objectives and the Significance of the Research

1.The Objectives of the Research

- a. To find out the information about students' reading comprehension at state junior high school 2 Panglakan Lesung taught by using Venn Diagram strategy.
- b. To find out the information about students' reading comprehension at state junior high school 2 Pangkalan Lesung taught without using Venn diagram strategy.
- c. To find out the effect of using Venn Diagram strategy toward students' reading comprehension at state junior high school 2 Pangkalan Lesung.

2.The Significance of the Research

The research activity is significantly carried out for the following needs. They are:

- a. This research is hopefully contributing to the writer as a researcher that intends to conduct a research as a novice researcher.
- b. The research findings are also expected to give the positive contribution related to the process of teaching and learning English, especially in reading comprehension to the students and the teachers at the second year of state junior high school 2 Pangkalan Lesung.
- c. The research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in fill of language teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the important language skill. Reading is a way to get information and knowledge. Most of the aspects in our life are covered by reading. Every day, we read books, magazines, advertisements, etc. To get information from a book, we need to comprehend it well. Johnson stated that, “reading is practice of using text to create meaning.”¹ It means that when readers cannot create the meaning, the reading will not happen. Brown also stated that Learning a foreign language is long and complex undertaking.² It means that we must have high motivation and work hard to achieve it.

Reading is important activity for the Students to get information. According to Patel, reading is most useful and important skill for people. Reading is not only a source of information and pleasure activity but also as a means of consolidating and extending one’s knowledge of language.³ Nation said that Reading is a source of learning and a source of enjoyment.⁴ Reading can help learners learn new vocabulary and grammar. Reading also can be a source for enjoyment and a way of gaining information in the world.

¹Andrew P. Johson., *Teaching Readong and Writing*. Maryland: Rowman and Littlefield Education.2008.p.3

²H, Douglas Brown. *Principle of Language Learning and Teaching*, fourth Edition. New York:Addison Wesley longman. inc, 2000. P. 1

³M.F Patel and Praveen m.Jain.2008.*English Language Teaching (Method, Tool, and Technique)*. Jaipur:Sunrice Plubisher.p.113.

⁴ I. S. P. Nation.*Teaching ESL/EFL Reading and Writing*.New York: Routledge.2009.p.49

According to Kalayo and fausan, reading is an activity with a purpose.⁵ Based on this statement writer knows that a person reads a text with some purposes: for pleasure, for getting information, etc. Talking about the purpose of reading, Browne stated that there are two reasons why adults and children read. She categorizes the purpose of reading based on the age of the reader, adults and children. For children, she stated, “the children learn to read for pleasure that reading can bring information that reading can give it”.

Meanwhile, the adults’ purpose for reading, based on Browne’s statement, it is purposeful activity which often has an outcome that will help them to fulfill their roles in many different areas of their lives.⁶ For adult, being able to read gives individuals the opportunity to become more autonomous, to make choices, to evaluate different points of view, to analyze information, to make informed decisions and to gain access to new idea and opinions. It is clear that the children’s purposes in reading are different from adults. Most of the children read the text for pleasure.

As explained above, reading can be easier to do if readers do it as a pleasure activity. It is supported by Beatrice, she explained that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain more knowledge.⁷

⁵Kalayo, Hasibuan. and M. Fausan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.2007.p.114

⁶ Ann Browne. *Developing Language and Literacy* 3 – 8. Second Edition. London: Paul Chapman Publishing. 2001. p.37.

⁷ Beatrice S Mikulecky. *More Reading Power*. USA: Wesley publishing company.1996.p.7

Reading is a process. Kalayo and Fauzan said that reading is interactive process that goes on between the reader and the text, resulting comprehension.⁸ According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁹ Readers can build meaning of the text if readers are combining our background knowledge and information from the text. Brown said that reading is an active and complex process which draws on the application of a number of skill and knowledge about language and print.¹⁰

According to Patel and Preven, there are four types of reading, they are:¹¹

a. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text reading or passage reading. Lerner reads the text to get information.

b. Extensive reading

In intensive reading, the reader reads the text for enjoyment. The reader reads what he wants to read. The purpose of the extensive reading is to enrich learners' knowledge.

c. Aloud reading

Teacher must know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

⁸Kalayo Hasibuan. and M. Fausan Ansyari. Loc.Cit

⁹David Nunan. *Practical English languageteaching*. Sydney: Mc Graw Hill.2003.p.68

¹⁰Ann Brown. *Developing language and literacy 3-8 2nd Edition*. Trowbrige:paul Chapman Publishing.2001.P.27

¹¹M.F Patel and Praveen m.Jain.*Op.Cit.p.117*

d. Silent reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

2. Students' Reading Comprehension

Comprehension is the center of reading.¹² Students need comprehension in reading. Comprehension is important part of reading. Because the goal of reading is comprehension. Students cannot get the meaning of the text if they do not do comprehend. Comprehension is a process, not a product.¹³ Reader cannot get the meaning of the text directly. There will be some steps in reading, the reader should use their knowledge and experience.

According to Haris, Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge (reader context).¹⁴ It means that attitude, interest, skill, expectation and prior knowledge are important to improve our understanding about the test.

Dorn and Soffos said "Comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiment."¹⁵ It means that comprehension is not easy to get by the students. It needs some factors to comprehend a text such as cognitive, emotion, perceptual, and social experience.

¹²Karen tankersley. *The Thead of Reading Strategies for literacy Development*. Alexandria: ASCD, 2003. P.90

¹³Karen Tankersley. *Literacy Strategies for Grade 4-12; Reinforcing the Thread of a Reading*. Alexandria: Supervision and Curriculum Development. P.108

¹⁴Karren Haris R and Steve Graham. *Teaching Reading Comprehension To Students with Learning Difficulties*. New York: The Guilford Press. 2007. p.12

¹⁵ Linda J.Dorn and Carla Soffos. *Teaching for Deep Comprehension: Reading Workshop Approach*. Maine: Stenhouse publishers. 2005. p.14

Comprehension has levels. Linda and Carla divide two levels of comprehension. They are:¹⁶

a. Surface level

The surface of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. In this level, reader should recall factual information of the text.

b. Deep Level

Deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view.

According to Beatrice, and Jeffries, comprehension means making sense of what you read and connect the ideas in the text to what you already know. It also means remembering what you have read.¹⁷ After readers read, readers will be able make connection of the idea in the text and readers can remember what they have read.

Lems ,and Miller Tenena said that Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.¹⁸

¹⁶ Ibid.14

¹⁷ Beatrice S. Mikulecky and Linda Jeffries. *Advanced Reading Power : Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. United State of America: Pearson Longman. 2007. P.74

¹⁸ Lems, Kristin, Leah D. Miller, and Tenena M. Soro. *Teaching Reading to English language Learners : Insights from Linguistics*. The Guilford Press: New York. 2010. p.171

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language¹⁹. Reading comprehension needs the extracting and constructing meaning of the text. Readers can extract and construct the meaning through interaction and involvement with written language. According to Vaughn and Sylvia, reading comprehension includes the following: ²⁰

- a. Applying one knowledge and experience to the text. If the readers want to do reading comprehension they should apply their knowledge and experience in reading.
- b. Setting the goals for reading and ensuring that they are aligned with the text. Readers should know what the goal of reading.
- c. Using strategies and skills to construct meaning during and after reading. Readers must use strategy and skill if they want to get the meaning.
- d. Adapting strategies that match the reader's text and goal. The strategies must match with goal.
- e. Recognizing the author's purpose. Reader should know the author's purpose. If reader knows the author's purpose, reader will be easy to do reading comprehension.

¹⁹Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension* United State of America: RAND, 2002. p. 11

²⁰Sharon Vaughn and Sylvia Linan-Thompson. *Research-Based Methods of Reading Instruction Grades K-3*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development. 2004.

- f. Distinguishing between fact and opinion. Distinguishing between fact and opinion is important one in reading comprehension.
- g. Drawing logical conclusion. After we finish reading the text we draw logical conclusion of the text.

3. Students' Reading Comprehension in Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.²¹

Alice and Patricia add three parts of descriptive text, they are:²²

a. Introduction

It is included Topic, Hook, Background information, and Thesis statement. There are some important points which we have to remember:

- 1) The hook introduces the object or event of description.
- 2) The middle sentences provide the background.
- 3) The thesis statement tells why object or event of description is important to the writer.

b. Body Paragraphs

It is in middle of the text. It is included details. There are some important points in which we have to remember:

²¹ Understanding Types of Text.

<http://understandingtext.blogspot.com/search/label/Descriptive?max-results=2>.

²² Alice Savage and Patricia Mayer. *Effective Academic Writing*2. New York:Oxford.2005.p.35

1) Most of the description is in the body paragraphs.

2) Adjectives and adverbs make the experience more vivid.

The scene is often described with prepositions and prepositional phrases that specify location or position in space.

4. The Factor Influencing Students' Reading Comprehension in Descriptive Text

According to Karen, there are four important factors that influence reading comprehension:²³

a. Command of the linguistic structure of the text.

When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text.

b. Adequate vocabulary in the content area.

A good vocabulary enables readers to process word automatically while reading

c. Degree of metacognitive control of the text.

Reader must know how to self-mentor and reflect on their level of understanding during the act of reading.

d. Adequate domain knowledge.

When the readers read something, their knowledge background content knowledge makes a difference in how well they understand

²³Karen Tankersley. *Literacy Strategies for Grade 4-12; Reinforcing the Thread of Reading*. Alexandria: Supervision and Curriculum Development.p.108

the material. Background knowledge helps us connect to the text we are reading.

According to Dawson and Bamman, there are five factors which affect the comprehension skill. They are²⁴:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension.

b. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have mastered the skills of word attack and word meaning, and if they have learned to handle material books properly.

d. Interest and interest span

It is truism that we will respond quickly to what we read if we are interested in the topic or at least familiar with it.

e. Skills of comprehending

Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

²⁴ Mildred A. Dawson and Henry A. Bamman. *Fundamentals of Basic Reading Instruction* New York: David McKay Company, 1967. pp. 220-223

5. The Venn Diagram Strategy

There are many kinds of graphic organize format. Graphic organizing can help students learn to categorize information they read and associate that information with what they have already learned. It also help student recall what they have read for later use.²⁵ Student can be easy to remind what they have read.

One kind of the graphic organizing is Venn Diagram According to Michael, Connie, Bonnie “Venn diagram is a particularly effective device for student to use when reading informational texts in which two or more topics are being compared and contrasted.”²⁶Venn diagram help student to write the differences and the similarities.

According to Wilis, Venn diagrams can be used to compare or contrast information from two books such as two by the same author or about similar topics.²⁷readers can compare and contrast two topics such as two by the same topic or same author. Venn diagrams can compare two or more parts of a book such as characters or settings.

²⁵ Margor Kinberg. *Teaching Reading in the Content Areas for Elementary Teacher*. Hunyington Beach:Shell Education.2007.P.94

²⁶ Graves, Michael F, Connie Juel, and Bonnie B. Graves. *Teaching Reading in the 21st Century*. Boston: A person Education Company. 2001.p.425

²⁷ Judy wWlis,M.D. *Teaching the Brain To Read: strategies for Improving Fluency, Vocabulary, and Comprehension*.Alexandria: Association for Supervision and curriculum Development.2008.P.141

Marzano.etal said Venn diagram provides students with a visual display of the similarities and differences between two items.²⁸ The similarities are in the interaction between two circles. The differences are the part of the circle that does not intersect.

Venn diagrams provides a good, graphic way to help children conceptualize similarities and differences between items. This makes it an excellent strategy for promoting discussion in class and a good strategy for helping children learn comparisons when studying for tests.²⁹ The graphic shows at a glance of the key parts of the whole and their relationship, helping learner to comprehend text and solve problem. Venn diagram strategy can be completed by individual and group.

The steps of Venn diagram strategy are as follows:³⁰

- a. Suppose the students are studying the differences and similarities between two topics.
- b. Prepare students to read a section in their textbooks about the topic that will be discussed
- c. Give hand out a Venn diagram
- d. Post large copy of the same diagram on the whiteboard

²⁸ Robert J. Marzano, Debora J. Pickering nad Jane Pollock. *Classroom Interaction that Reseach-Based Strategies for Increasing Student Achievement*. virginia: association for Supevision and Curriculum Development. 2001. p.18

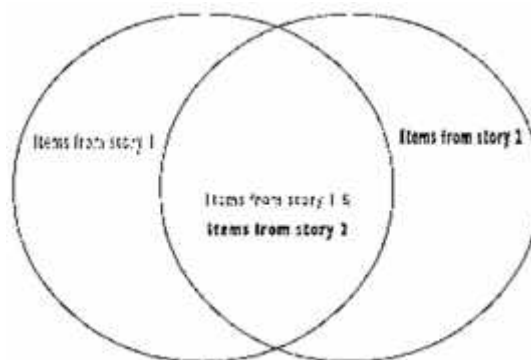
²⁹ Joyce Melton Pagés, Ed.D. *Comparison Strategies Support Reading, Writing, and Learning*. <http://www.kidbibs.com/learningtips/lt26.htm#Venn%20Diagram>.

³⁰ Margor Kinberg. *Teaching Reading in the content Areas for Elementary Teacher*. Hunyington Beach:Shell Education. 2007. P.94

- e. Introduce Venn diagram to the students that this diagram will help them to understand the text
- f. Instruct the students to carefully read the passage you indicate and to write down each thing they learn the topic. The teacher writes a difference between two topic in the left and right side of the diagram and the similarity and the center.
- g. Have students work in pairs to complete the passages and feel in the rest of the diagram
- h. When students are finished with their diagrams, review the diagram with the whole class and have student look at their own diagram to be sure that they have understood correctly what they read.

Figure I

Venn diagram



6. Advantages of Venn Diagram Strategy

Students who use Venn diagram strategy can compare and contrast the text or students can write differences and similarities of the text. Students can improve reading comprehension, and identify main idea and feature of

language.³¹ So, Venn diagram does not only compare and contrast but also improve reading comprehension and identify main idea of the text. Students can be easy to remind what they have read.

7. Disadvantages of Venn Diagram

The use of Venn diagram strategy also has some disadvantages. The disadvantage is in the middle area of the diagram. Some of the students will become confused because there is no the sign that the middle area is the similarities of the two topics. Based on the Knight's statement in her book that "the middle area where the two circles overlap can be tricky. Sometimes the students become confused and continue to put opposites or comparisons in this space"³². To overcome the confusion of the students, Knight suggests that the students can use the different colored markers or pencils to differ the similarities and the differences of the diagram

8. Using Venn Diagram Strategy towards Students' Reading Comprehension in Descriptive Text

Venn diagram is to identify the similarities and difference of the text. The steps of Venn diagram strategy are as follows:³³

- a. Suppose the students are studying the differences and similarities between two topics.

³¹Victorian Government Department of Education and Early Childhood Development.*Literacy Professional Learning Resource*.
<http://www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/strategies/tsvels3reading.htm#12>. Retrived on April 20, 2011

³²Katherine S. Mcknight. *Op. Cit.* p.12

³³ Margor Kinberg. *Loc. Cit.*

- b. Prepare students to read a section in their textbooks about the topic that will be discussed
- c. Give hand out a Venn diagram
- d. Post large copy of the same diagram on the whiteboard
- e. Introduce Venn diagram to the students that this diagram will help them to understand the text
- f. Instruct the students to carefully read the passage you indicate and to write down each thing they learn the topic. The teacher writes a difference between two topics in the left and right side of the diagram and the similarity and the center.
- g. Have students work in pairs to complete the passages and feel in the rest of the diagram
- h. When students are finished with their diagrams, review the diagram with the whole class and have students look at their own diagram to be sure that they have understood correctly what they read.

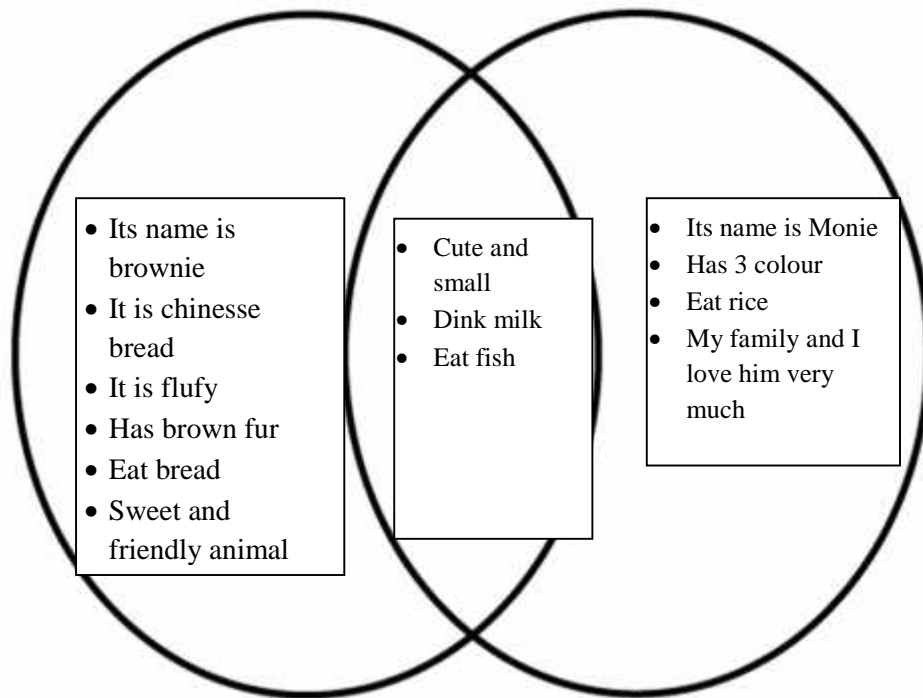
Example:

My dog, Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday, it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

My cat

My lovely cat, Monie My Cat Pictures, Images and Photos I have a lovely cat called Monie. He is very cute and funny. Monie is small and full colours. His hair has three colours; black, white and yellow. The black fur is on his body, white is on his tail and legs, and the yellow one is around his stomach, face and neck. Every day, I give him some food and drink. He likes rice and fish. I also give him some milk. It makes him stay healthy. Monie has good behavior. He never steals food. My family and I love him very much.



B. Relevant Research

There are some previous research concerning with reading comprehension.

1. A research from Kasnila

Kasnila concluded a research entitled “the Effect of modeling and guide repeated reading on reading comprehension at the second year at SMAN 01 Kubu, Rokan Hilir”. She included Experimental research. She divided

two groups. She found that learning by using modeling and guide repeated reading could function to motivate and enable the student to comprehend the reading material. She concluded that there was significant effect of teacher modeling and guide repeated reading on reading comprehension of the second students of SMAN 01 Kubu. The teacher found that the score of t-obtained was bigger than t-table³⁴

2. Egis Fajruna El-Mubarak

Egis concluded a research entitled “the effect of Pre-Questioning toward reading comprehension of the second year student at integrated Islamic junior high school Arroyan Attaqwa Pekanbaru”. The research was included into Experimental research. The researcher also took 2 classes as sample namely experimnetal class and control class. The research found that the score of t-obtained was bigger than t-table. In his research, he said that the t-obtained was 8,26 while the significant at 5% grade is 2,01 and 1% grade is 2,68. It means that $2,1 < 8,26 > 2,68$. In other words, H_0 is rejected and H_a is accepted. . The difference of his research was the writer’s lies on the reading comprehension strategy. Where as, in his research he used the pre-question and the writer use the Venn Diagram strategy in order to assist students’ reading comprehension.³⁵

³⁴Kasnila. “The Effect of Modeling and Guide Repeated Reading on Reading Comprehension at the Second Year at SMAN 01 Kubu, Rokan Hilir.” Pekanbaru: State University of Riau 2010

³⁵Egis Fajruna El-Mubarak.”The Effect of Pre-Questioning Toward Reading Comprehension of the Second Year Student at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru”u.Pekanbaru: State University of Riau.2009

C. The Operational Concept

In carrying out this research, it is necessary to clarify the variables used in analyzing the data. There are two variables: variable X and Y. Variable X is the effect of using Venn diagram strategy. Variable Y is students' reading comprehension.

- I. The indicator of variables X (the effect of using Venn diagram Strategy:³⁶
 - a. Suppose the students are studying the differences and similarities between two topics.
 - b. Prepare students to read a section in their textbooks about the topic that will be discussed
 - c. Give hand out a Venn diagram
 - d. Post large copy of the same diagram on the whiteboard
 - e. Introduce Venn diagram to the students that this diagram will help them to understand the text
 - f. Instruct the students to carefully read the passage you indicate and to write down each thing they learn the topic. The teacher writes a difference between two topics in the left and right side of the diagram and the similarity and the center.
 - g. Have students work in pairs to complete the passages and feel in the rest of the diagram

³⁶ Margor Kinberg. *Teaching Reading in the content Areas for Elementary Teacher*. Hunyington Beach:Shell Education.2007.P.94

- h. When student are finished with their diagrams, review the diagram with the whole class and have student look at their own diagram to be sure that they have understood correctly what they read.
- II. The indicator of variable Y (students' reading comprehension):³⁷
- a. The students are able to find out main idea of descriptive text.
 - b. The students are able to find the meaning of vocabulary in context.
 - c. The students are able to determine generic structure of descriptive text.
 - d. The students are able to determine communicative purpose of descriptive text.
 - e. The students are able to identify reference in descriptive text.

D. Assumption and Hypothesis

1. Assumption

The better the Venn diagram is applied in teaching or learning descriptive text, the better students' comprehension on reading descriptive text will be.

2. Hypothesis

Ha : There is a significant effect of using Venn diagram strategy toward students' reading comprehension at state junior high school 2 Pangkalan Lesung.

³⁷Srilawati Purba,S.Pd. *Syllabus of SMPN 2 Pangkalan Lesung 2010-2011*.Pangkalan Lesung : Unpublished, 2010

Ho : There is no a significant effect of using Venn diagram strategy
toward students' reading comprehension at state junior high school
2 Pangkalan Lesung

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

This research is quasi-experimental research. John Creswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly. ¹This research consisted of two variables, they were Independent variable that referred to the use of Venn diagram strategy and Dependent variable referred to reading comprehension. The writer used two classes. The first class was used as an experimental group and second class was used as a control group. This quasi experimental design is focused on Nonequivalent Control Group Design.

The experiment and control classes were given pretest and posttest. The experiment class was treated by using Venn diagram strategy. The treatment was given 8 times. It was suitable with Tucman's idea that "both of groups took a pretest and posttest. In working with such intact nonequivalent groups, the nonequivalent control group design, shown below".²

Experimental Group O_____X_____O

Control Group O_____O

O = Test

X = treatment by using the Venn diagram strategy

¹John W Cresswell. *Educational Research (Third Edition)*. IONDON: Pearson Prentice-Hall, 2008. p. 313

²Bruce W Tuckman. *Conducting Educational Research Fifth Edition*. New York: Harcourt Brace College Publisher. 1999. p.141

B. The Time and the Location of the Research

This research was conducted in July. This research was conducted at State Junior High School 2 Pangklan Lesung, especially for the second year students of state junior high school 2 Pangkalan Lesung. The length of time to apply the strategy was about ten meetings including pre-test and post-test

C. The Subject and the Object of the Research

The subject of the research was second semester of the second year students of State Junior High School 2 Pangkalan Lesung pelalawan regency 2011/2012. The object of this research was the effect of using Venn Diagram Strategy toward reading comprehension, especially in a Descriptive text.

D. The Population and the Sample of the Research

The population in this research was the second year students at State Junior High School 2 Pangklan Lesung. They are consisted of two classes, VIII A and VIII B. The sample of this research is total sampling. Total sampling is all of the population as a sample. The writer took all of the population as sample. The experimental class is VIII A and VIII B is a control class.

Table 1

**The Population of the Second Year Students of state junior high school 2
Pangkalan Lesung, Pelalawan regency**

CLASS	NUMBER OF STUDENTS
VIII. 1	30
VIII. 2	30
TOTAL	60

E. The Technique of Collecting Data

In this research, the writer used test as the technique of collecting data. The writer is used pre-test and post-test to experiment class and control class in order to knows the effect of using Venn diagram strategy toward reading comprehension, especially in descriptive text at the second year students at State Junior High School 2 Pangkalan Lesung, Pelalawan regency.

Pre-test was given before treatment and post-test was given after doing treatment. Post-test was done twice. Test was used to find out how is the students' reading comprehension. Type of the test was multiple choice tests that consisted of 25 items. Every multiple choice item consisted of four answers (a,b,c,d). The reading test was measure students' reading comprehension. The test consisted of:

1. Students are able to find out main idea of descriptive text.
2. Students are able to find the meaning of vocabulary in context.

3. Students are able to determine generic structure of descriptive text.
4. Students are able to determine communicative purpose of descriptive text.
5. Students are able to identify reference in descriptive text.

F. Validity and Reliability

Before the tests were given to the sample of this research, both of the tests were tried out to 30 students of second year at MTS AL-KAUSAR to know the test reliable or not. The purpose of the try out was to obtain validity and reliability of the test. It used the formulation of validity and reliability. In analyzing the validity and reliability of the test, the researcher used correlation product moment formula by dividing items into odd and even (split-half method), the formulations are as in the following³:

The formulation of validity:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - \sum X^2} \sqrt{N\sum Y^2 - \sum Y^2}}$$

r_{XY} : Correlated Confession between X and Y

X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29)

Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30)

N : Respondents

The formulation of reliability

$$r_{11} = \frac{2 r_{1/2 1/2}}{1 + r_{1/2 1/2}}$$

³ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2008. p. 70-93

Based on the analysis of validity and reliability above, the resercher found that the r_{value} of validity was 0.428 and r_{value} of reliability was 0.599. According to Suharsimi Arikunto the value of correlation coefficients as follows⁴;

1. Between 0.800 to 1.00 = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200 = Very Low

In conclusion, the validity of the test was categorized into Enough level while reliability of the test was also categorized into Enough level.

G. The Technique of Data Analysis

After finding out the data, the writer used Independent Sample T – Test from SPSS.17 version to analyze the effect of using Venn Diagram Strategy of students' reading comprehension at state junior high school 2 Pangkalan Lesung Pelalawan Regency. T-test used was to find out whether or not there was significant effect of Venn Diagram Strategy toward the students' reading comprehension at state junior high school 2 Pangkalan Lesung Pelalawan Regency , the writer used post test score of experimental class and control class. . The formula of t-test is⁵:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

⁴ *Ibid.* p. 75

⁵ Hartono. *Statistik untuk Penelitian*. Jogjakarta: Pustaka Pelajar, 2008. p. 178

t_o	:	The Value of t-obtained
M_x	:	Mean score of experiment class
M_y	:	Mean score of control class
SD_x	:	Standard deviation of experiment class
SD_y	:	Standard deviation of control class
N	:	Number of students

The t-table was employed to see whether there was a significant difference between the mean score of both experiment and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = $(N_1+N_2) - 2$ statically hypothesis:

H_o is accepted if $t_o < t - \text{table}$ or there is no significant effect of using the Venn diagram strategy toward students' reading comprehension in Descriptive text.

H_a is accepted if $t_o > t - \text{table}$ or there is any significant effect of using the Venn diagram strategy toward students' reading comprehension in Descriptive text.

Arikunto classified score as follow⁶:

Table 3.2
Classification of Students' Score

SCORE	CATEGORIES
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Bad

⁶ *Op.cit.* p. 245

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of Research Findings

The aim of the research was to obtain the students' reading comprehension taught by using Venn diagram Strategy and not taught using Venn diagram Strategy and to obtain the significant difference between the students' reading comprehensions taught by using Venn diagram Strategy and those who were not. The data were obtained from students' post test scores of control and experiment class.

Before taking the data from the sample, the writer tried out test to 30 students of second year studentzs at MTS-ALKAUSAR to know the test reliable or not. Then, the writer gave pre-test to control class (VII A) and control class (VII B). The writer asked the students to answer some questions based on the text given; the test was about descriptive text. Then, the writer gave treatment to control class for eight meetings.

After giving treatments, the writer gave post-test to control class and experiment class. The result of reading test was evaluated by concerning five components, such as:

1. The students are able to find out main idea of the text.
2. The students are able to find the meaning of vocabulary in context (synonym or antonym).
3. The students are able to identify reference.
4. The students are able to identify the generic structure of the text.

5. The students are able to determine communicative purpose of the text.

The data of this research were gotten from the score of the students' control class and control class. The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula¹:

$$Final\ Score = \frac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$$

B. The Data Presentation

The data of this research were gotten by the researcher from pre-test and post-test. The data were collected through the following procedures:

1. The control class and the experimental class got pre-test, asked them to answer the questions based on the reading text given.
2. The experimental class got treatment, it was taught by using Venn Diagram strategy, while the control class was taught without Venn Diagram strategy.
3. Both classes got post-test, asking them to answer the questions based on the reading text.

¹ Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008. p. 32

1. Students' Reading Comprehension taught without by using Venn Diagram Strategy

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 72 and the lowest score was 24. The data were obtained from the research by using SPSS 17 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

Table IV.1
The Frequency Distribution of
Reading Comprehension Test (Pre-test) in Control Class

pre.con				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 24	1	3.3	3.3	3.3
28	1	3.3	3.3	6.7
32	3	10.0	10.0	16.7
36	4	13.3	13.3	30.0
40	5	16.7	16.7	46.7
44	3	10.0	10.0	56.7
48	3	10.0	10.0	66.7
52	2	6.7	6.7	73.3
56	1	3.3	3.3	76.7
60	3	10.0	10.0	86.7
64	1	3.3	3.3	90.0
68	1	3.3	3.3	93.3
72	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table IV.1, it can be seen that there are 30 respondents. In interval 24, the frequency is 1 students (3.3%), the frequency of interval 28 is 1 student (3.3%), the frequency of interval 32 is 3 students (10.0%), the frequency of interval 36 is 4 students (13.3%), the frequency of interval 40 is 5 students (16.7%), the frequency of interval 44 is 3 students (10.0%), the frequency of interval 48 is 3 students (10.0%), the frequency of interval 52 is 2 students (6.7%), the frequency of interval 56 is 1 student (3.3%), the frequency of interval 60 is 3 students (8.6%), the frequency of interval 64 is 1 student (3.3%), the frequency of interval 68 is 1 student (3.3%), and the frequency of interval 72 is 2 student (6.7%).

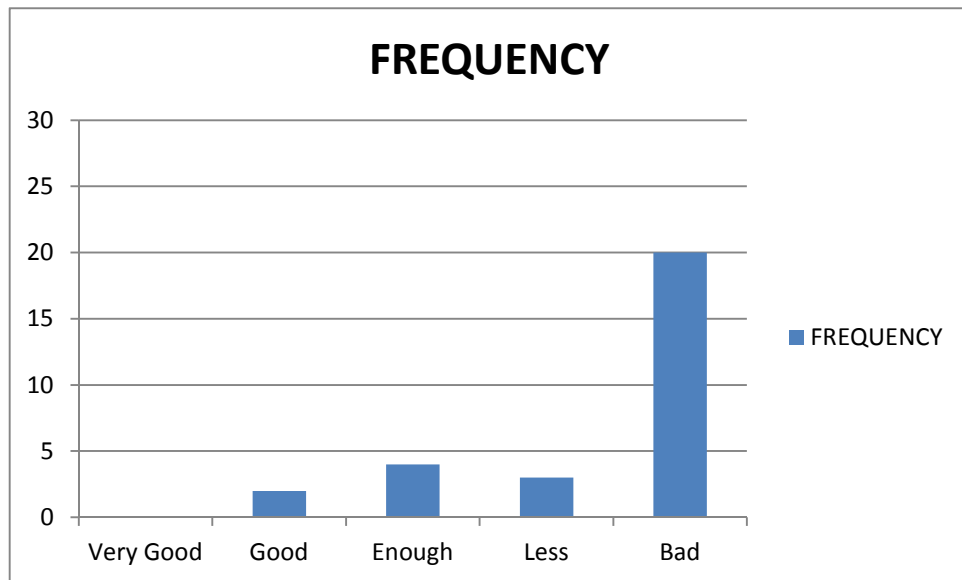
From the table above, it can be seen that the total number of the students was 30 students. The Highest score was 72 and the lowest score was 24. The high frequency was 5 at the score of 40.

The writer then also classified the pre-test result of control class of the respondents of the second year at State Junior High School 2 Pangkalan Lesung Pelalawan Regency to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen in the following table:

Table IV.2
Classification of Pre-test of Control Class of the Second Year Students at
State Junior High School 2 Pangkalan Lesung Pelalawan

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	-	
2	Good	70-79	2	6.66%
3	Enough	60-69	4	113.33%
4	Less	50-59	3	10%
5	Bad	0-49	20	66.66%
TOTAL			30	

Based on the table above, the pre-test classification of control class of the second year students at state junior high school 2 Pangkalan Lesung Pelalawan Regency shows that there was none student categorized into Very Good level (0%), 2 students were categorized into Good level (6,66%), 4 students were categorized into Enough level (163.33%), 3 students were categorized into Less level (10%), and 20 students were categorized into Bad level (66,66%). Thus, the majority of students in this regard were classified into BAD category. The Result can be shown in the following diagram.

Diagram IV.1**Level of students' reading comprehension**

From the diagram above, it can be concluded that the students' reading comprehension is mostly in bad category. The students were included in bad category about 20 students. And it also can be concluded that only 2 students were categorized into good level.

Then for the post-test of the control group, there were also 25 items of reading comprehension. From the post-test, the highest score of control group was 72 and the lowest score was 32. The data were obtained by using the SPSS 17 Software. The data descriptions of post-test of reading comprehension in control class are as follows:

Table IV.3
The Frequency Distribution of
Reading Comprehension Test (Post-test) in Control Class

post.con					
Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	3.3	3.3	3.3
	40	5	16.7	16.7	20.0
	44	1	3.3	3.3	23.3
	48	2	6.7	6.7	30.0
	52	6	20.0	20.0	50.0
	56	4	13.3	13.3	63.3
	60	6	20.0	20.0	83.3
	64	3	10.0	10.0	93.3
	72	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table IV.3, it can be seen that there are 30 respondents. In interval 32, the frequency is 1 student (3.3%), the frequency of interval 40 is 5 students (16.7%), the frequency of interval 44 is 1 student (3.3%), the frequency of interval 48 is 2 students (6.7%), the frequency of interval 52 is 6 students (20.0%), the frequency of interval 56 is 4 students (13.3%), the frequency of interval 60 is 6 students (20.0%), the frequency of interval 64 is 3 students (10.0%), and the frequency of interval 72 is 2 students (6.7%).

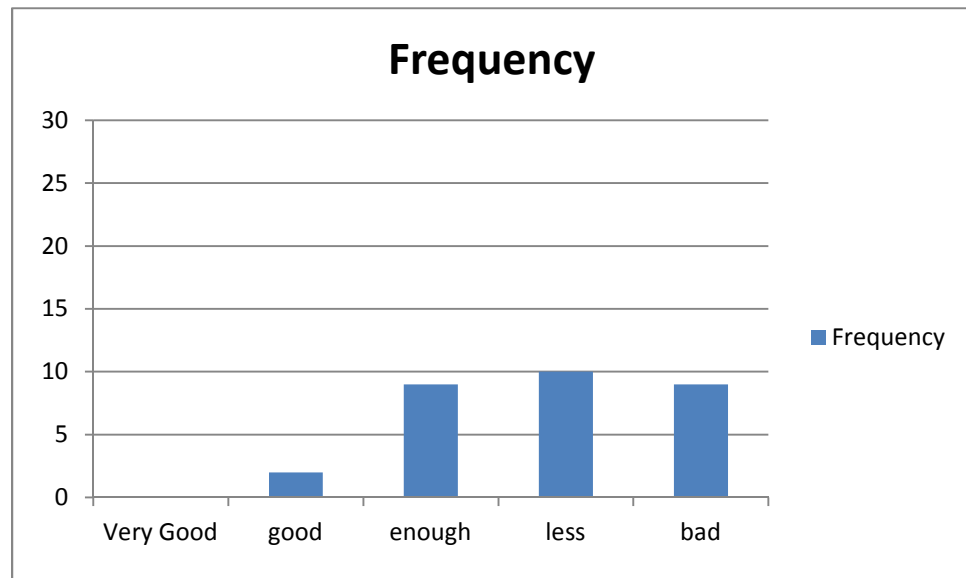
From the table above, it can be seen that the total number of the students was 30 students. The Highest score was 72 and the lowest score was 32. The high frequency was 6 at the score of 52 and 60.

The writer then also classified the post-test result of control class of the respondents of the second year at State Junior High School 2 Pangkalan Lesung Pelalawan Regency to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen from the following table:

Table IV.4
Classification of Post-Test of Control Class of the Second Year Students at
Sate Junior High School 2 Pangkalan Lesung Pelalawan Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	-	
2	Good	70-79	2	6.66
3	Enough	60-69	9	30
4	Less	50-59	10	33.33
5	Bad	0-49	9	30
TOTAL			30	

Based on the table above, the pre-test classification of control class of the second year students at state junior high school 2 Pangkalan Lesung Pelalawan Regency shows that there was none student categorized into Very Good level (0%), 2 students were categorized into Good level (6.66%), 9 students were categorized into Enough level (30%), 10 students were categorized into Less level (33.33%), and 9 students were categorized into Bad level (30%). Thus, the majority of students in this regard were classified into LESS category.

Diagram IV.2**Level of students' reading comprehension**

From the diagram above, it can be concluded that the students' reading comprehension is mostly in less category. The students were included in bad category about 10 students. And it also can be concluded that only 2 students were categorized into good level.

2. Students' Reading Comprehension Taught by Using Venn Diagram Strategy.

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 76 and the lowest score was 24. The data were obtained from the research by using SPSS 17 software. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

Table IV.5
The Frequency Distribution of
Reading Comprehension Test (Pre-test) in Experiment Class

pre.exp					
Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2	6.7	6.7	6.7
	32	3	10.0	10.0	16.7
	36	5	16.7	16.7	33.3
	40	1	3.3	3.3	36.7
	44	5	16.7	16.7	53.3
	48	4	13.3	13.3	66.7
	52	1	3.3	3.3	70.0
	56	4	13.3	13.3	83.3
	60	1	3.3	3.3	86.7
	64	1	3.3	3.3	90.0
	68	2	6.7	6.7	96.7
	76	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.5, it can be seen that there are 30 respondents. In interval 24, the frequency is 2 students (6.7%), the frequency of interval 32 is 3 students (10.0%), the frequency of interval 36 is 5 students (16.7%), the frequency of interval 40 is 1 student (3.3%), the frequency of interval 44 is 5 students (16.7%), the frequency of interval 48 is 4 students (13.3%), the frequency of interval 52 is 1 student (3.3%), the frequency of interval 56 is 4 student (13.3%), the frequency of interval 60 is 1 students (3.3%), the frequency of interval 64 is 1

student (3.3%), the frequency of interval 68 is 2 students (6.7%), and the frequency of interval 78 is 1 student (3.3%).

From the table above, it can be seen that the total number of the students was 30 students. The Highest score was 76 and the lowest score was 24. The high frequency was 5 at the score of 36 and 44.

The writer then also classifies the Pre-test result of experimental class of the respondents of the second year at State Junior High School 2 Pangkalan Lesung Pelalawan Regency to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen in the following table:

Table IV.6
Classification of Pre-Test of Experimental Class of the Second Year Students
at Sate Junior High School 2 Pangkalan Lesung Pelalawan Regency

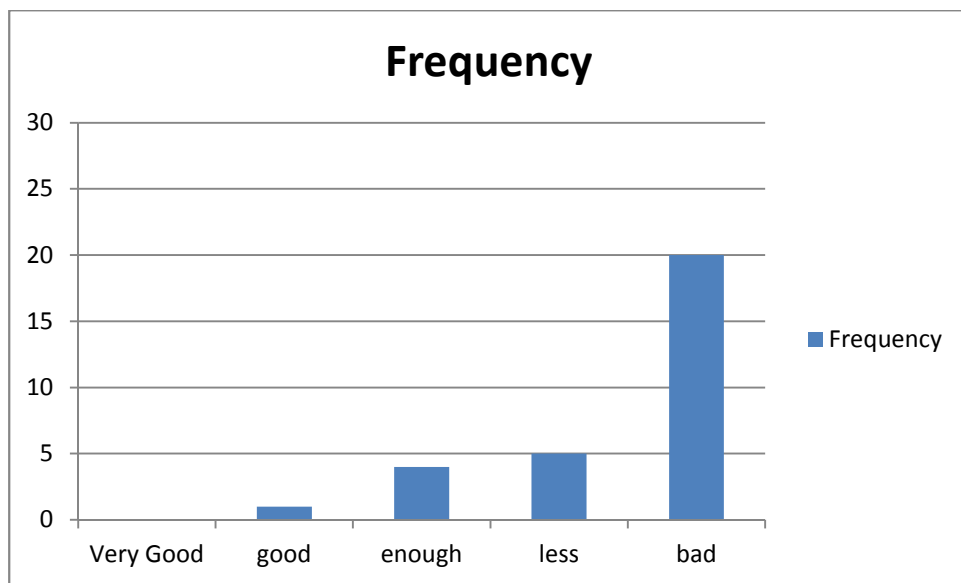
NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	-	
2	Good	70-79	1	3,33
3	Enough	60-69	4	13,33
4	Less	50-59	5	16,66
5	Bad	0-49	20	66,66
TOTAL			30	

Based on the table above, the pre-test classification of control class of the second year students at state junior high school 2 Pangkalan Lesung Pelalawan %Regency shows that there was none student categorized into Very Good level (0%), 1 student categorized into Good level (3,33), 4 students categorized into Enough level (13,33%), 5 students categorized into Less level (16,66%), and 20

students categorized into Bad level (66,66%). Thus, the majority of students in this regard were classified into BAD category.

Diagram IV.3

Level of tudents' reading comprehension



From the diagram above, it can be concluded that the students' reading comprehension is mostly in bad category. The students were included in bad category about 20 students. And it also can be concluded that only 1 students was categorized into good level.

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 76 and the lowest score was 24. The data were obtained from the research by using SPSS 17 software. The data descriptions of post-test of reading comprehension in experimental class are as follows:

Table IV.7
The Frequency Distribution of
Reading Comprehension Test (Post-test) in Experiment Class

post.exp					
Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.3	3.3	3.3
	58	2	6.7	6.7	10.0
	60	1	3.3	3.3	13.3
	61	1	3.3	3.3	16.7
	62	3	10.0	10.0	26.7
	64	10	33.3	33.3	60.0
	66	3	10.0	10.0	70.0
	68	3	10.0	10.0	80.0
	70	2	6.7	6.7	86.7
	72	1	3.3	3.3	90.0
	76	2	6.7	6.7	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.7, it can be seen that there are 30 respondents. In interval 52, the frequency is 1 student (3.3%), the frequency of interval 58 is 2 student (6.7%), the frequency of interval 60 is 1 student (3.3%), the frequency of interval 62 is 3 students (10,0%) the frequency of interval 64 is 10 students (33,3%), the frequency of interval 66 is 3 students (10.0%), the frequency of interval 68 is 3 students (10.0%), the frequency of interval 72 is 1 student (3.33%), the frequency of interval 76 is 2 student (6.7%), and the frequency of interval 80 is 1 student (3.3%).

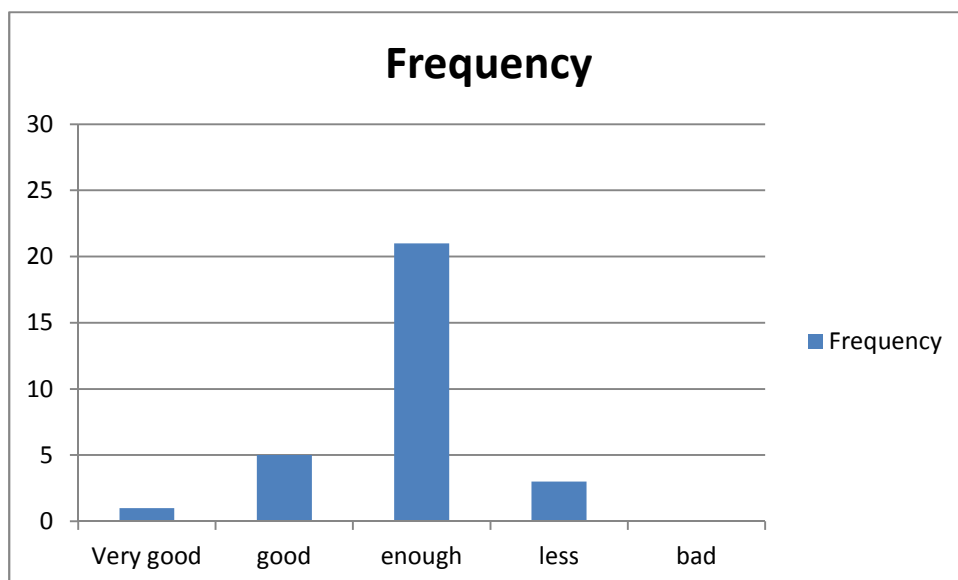
From the table above, it can be seen that the total number of the students was 30 students. The Highest score was 80 and the lowest score was 52. The high frequency was 10 at the score of 64.

The writer then also classified the Post-test result of experimental class of the respondents of the second year at State Junior High School 2 Pangkalan Lesung Pelalawan Regency to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen in the following table:

Table IV.8
Classification of Post-Test of Experiment Class of the Second Year Students
at Sate Junior High School 2 Pangkalan Lesung Pelalawan Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	1	3.33
2	Good	70-79	5	16,66
3	Enough	60-69	21	70
4	Less	50-59	3	10
5	Bad	0-49	-	
TOTAL			30	

Based on the table above, the pre-test classification of control class of the second year students at state junior high school 2 Pangkalan Lesung Pelalawan Regency shows that there were 1 student Very Good level (3.33%), 5 students categorized into Good level (16,66%), 21 students categorized into Enough level (70%), 3 students categorized into Less level (10%),,. Thus, the majority of students in this regard were classified into ENOUGH category.

Diagram IV.4**Level of tudents' reading comprehension**

From the diagram above, it can be concluded that the students' reading comprehension is mostly in Enough category. The students were included in bad category about 21 students. And it also can be concluded that only 1 student was categorized into very good level.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using Venn Diagram strategy toward reading comprehension of the second year students at state junior high school 2 Pangkalan Lesung. The data were divided into two classes; experimental class and control class scores. The researcher used independent sample T-Test from SPSS.17 version.

**1. The Analysis of Students' Reading Comprehension in Descriptive text
Tought Without Using Venn Diagram Strategy**

Table IV.9

Statistics			
		pre.con	post.con
N	Valid	30	30
	Missing	0	0
Mean		46.13	53.47
Std. Error of Mean		2.378	1.804
Median		44.00	54.00
Mode		40	52 ^a
Std. Deviation		13.024	9.881
Variance		169.637	97.637
Range		48	40
Minimum		24	32
Maximum		72	72
Sum		1384	1604

Based on the table above, it shows that mean pre-test score of Control class was 46.13 and its standard deviation was 13.024. While, mean post-test score of control class was 53.47 and its standard deviation was 9.881. It means that the improvement of control class was not significant.

TABLE IV.10
THE STUDENTS' READING SCORE
AT PRE-TEST TO POST-TEST CONTROL CLASS

NO	Student	Pre-Test	Post-Test	Dofferen Score	Percentage
1	Student 1	48	56	8	16,67
2	Student 2	36	48	12	33,33
3	Student 3	52	52	0	0
4	Student 4	60	60	0	0
5	Student 5	32	32	0	0
6	Student 6	44	56	12	27,27
7	Student 7	32	40	8	25
8	Student 8	48	52	4	8,33
9	Student 9	44	64	20	45,45
10	Student 10	56	44	-12	-21,43
11	Student 11	72	72	0	0
12	Student 12	68	60	-8	-11,76
13	Student 13	40	60	20	50
14	Student 14	40	60	20	50
15	Student 15	60	64	4	6,67
16	Student 16	36	40	4	11,11
17	Student 17	36	48	12	33,33
18	Student 18	48	52	4	8,33
19	Student 19	28	40	12	42,86
20	Student 20	40	56	16	40
21	Student 21	36	40	4	11,11
22	Student 22	24	40	16	66,67
23	Student 23	72	72	0	0
24	Student 24	52	60	8	15,38
25	Student 25	64	64	0	0
26	Student 26	40	56	16	40
27	Student 27	40	52	12	30
28	Student 28	32	52	20	62,50
29	Student 29	44	52	8	18,18
30	Student 30	60	60	0	0
	Mean	46,13	53,47	7,33	20,30

The table above describes about the differences between students' reading comprehension score before and after research at control class. Firstly, the students' reading comprehension mean score was about 46.13, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension was 53,47.

2. The Analysis of Students' Reading Comprehension in Descriptive Text taught by Using Venn Diagram Strategy

Table IV.11

Statistics		pre.exp	post.exp
N	Valid	30	30
	Missing	0	0
Mean		46.27	65.37
Std. Error of Mean		2.385	1.038
Median		44.00	64.00
Mode		36 ^a	64
Std. Deviation		13.065	5.684
Variance		170.685	32.309
Range		52	28
Minimum		24	52
Maximum		76	80
Sum		1388	1961

Based on the table above, it shows that mean pre-test score of Experiment class was 46.27 and its standard deviation was 13.065. While, mean post-test score of experiment class was 5.684 and its standard deviation was 1.804. there

were improvement in experimental class. The pre-test of experimental class was categorized into LESS level and post-test of experimental class was ENOUGH Level. Its mean that there was good improvement on students' reading comprehension after giving treatment in experimental class.

TABLE IV.12
THE STUDENTS' READING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

No	Student	Expeimental Class			Average	Different Score	Persentage
		Pre-Test	Post 1	Post 2			
1	Student 1	64	60	68	64	0	0
2	Student 2	48	56	72	64	16	33,33
3	Student 3	60	68	64	66	6	10
4	Student 4	40	52	70	61	21	52,50
5	Student 5	48	68	60	64	16	33,33
6	Student 6	36	64	60	62	26	72,22
7	Student 7	48	64	52	58	10	20,83
8	Student 8	48	72	64	68	20	41,67
9	Student 9	76	76	84	80	4	5,26
10	Student 10	68	68	84	76	8	11,76
11	Student 11	68	64	68	66	-2	-2,94
12	Stu5ent 12	36	68	60	64	28	77,78
13	Student 13	24	40	64	52	28	116,67
14	Student 14	56	56	72	64	8	14,29
15	Student 15	56	56	68	62	6	10,71
16	Student 16	32	60	56	58	26	81,25
17	Student 17	44	52	76	64	20	45,45
18	Student 18	32	56	64	60	28	87,50
19	Student 19	36	56	84	70	34	94,44
20	Student 10	24	52	80	66	42	175
21	Student 21	44	60	76	68	24	54,55
22	Student 22	36	56	72	64	28	77,78
23	Student 23	52	72	80	76	24	46,15
24	Student 24	44	72	64	68	24	54,55
25	Student 25	56	64	64	64	8	14,29
26	Student 26	32	48	76	62	30	93,75
27	Student 27	44	56	72	64	20	45,45
28	Student 28	56	60	84	72	16	28,57
29	Student 29	44	72	68	70	26	59,09
30	Student 30	36	56	72	64	28	77,78
	Total	1388	1824	2098	1961	573	1533,02
	Mean	46,27	60,80	69,93	65,37	19,10	51,10

The table above describes about the differences between students' reading comprehension score before and after giving treatment at experimental class. Before giving treatment, the total score is 1388, mean of pre-test is 46.27. After giving treatment, The total score of first post-test is 1824, total score of second post-test is 2098. Total average of first post-test and second post-test is 1961, its mean is 65.37. It means that the students had significant increasing of the reading comprehension.

3. The Analysis of Significant Effect of Improvement of Students' Reading Comprehension without Using Venn Diagram Strategy and by Using Venn Diagram Strategy

The following table is the description of pre-test and post-test of experimental class and control class.

TABLE IV.13
STUDENTS' PRE-TEST AND POST-TEST SCORE OF EXPERIMENTAL
CLASS AND CONTROL CLASS

No	Student	Expeimental Class			Average	Different Score	Control Class		Different Score
		Pre-Test	Post-1	Post-2			Pre-Test	Post-Test	
1	Student 1	64	60	68	64	0	48	56	8
2	Student 2	48	56	72	64	16	36	48	12
3	Student 3	60	68	64	66	6	52	52	0
4	Student 4	40	52	70	61	21	60	60	0
5	Student 5	48	68	60	64	16	32	32	0
6	Student 6	36	64	60	62	26	44	56	12
7	Student 7	48	64	52	58	10	32	40	8
8	Student 8	48	72	64	68	20	48	52	4
9	Student 9	76	76	84	80	4	44	64	20
10	Student 10	68	68	84	76	8	56	44	-12
11	Student 11	68	64	68	66	-2	72	72	0
12	Stu5ent 12	36	68	60	64	28	68	60	-8
13	Student 13	24	40	64	52	28	40	60	20
14	Student 14	56	56	72	64	8	40	60	20
15	Student 15	56	56	68	62	6	60	64	4
16	Student 16	32	60	56	58	26	36	40	4
17	Student 17	44	52	76	64	20	36	48	12
18	Student 18	32	56	64	60	28	48	52	4
19	Student 19	36	56	84	70	34	28	40	12
20	Student 10	24	52	80	66	42	40	56	16
21	Student 21	44	60	76	68	24	36	40	4
22	Student 22	36	56	72	64	28	24	40	16
23	Student 23	52	72	80	76	24	72	72	0
24	Student 24	44	72	64	68	24	52	60	8
25	Student 25	56	64	64	64	8	64	64	0
26	Student 26	32	48	76	62	30	40	56	16
27	Student 27	44	56	72	64	20	40	52	12
28	Student 28	56	60	84	72	16	32	52	20
29	Student 29	44	72	68	70	26	44	52	8
30	Student 30	36	56	72	64	28	60	60	0
	Total	1388	1824	2098	1961	573	1384	1604	220
	Mean	46,27	60,80	69,93	65,37	19,10	46,13	53,47	7,33

Based on the table above, the calculation of total score of control class in pre-test is 1384 and the total score of control class in post-test is 1604. The gain of control class is 220. While the calculation of total score of experimental class in pre-test is 1388 and the total score of experimental class in post-test is 1961. The gain of experimental class is 573.

$$Mx = \frac{\sum X}{N} = \frac{573}{30} = 19,10$$

$$My = \frac{\sum X}{N} = \frac{220}{30} = 7,33$$

TABLE IV.14

	N	Mean
Control;	30	7,33
Experimental	30	19,10

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 30. The mean of control group was 53.47, and the mean of experimental group was 63.37. The standard deviation of control group was 9.881, while the standard deviation of experimental group was 5.684.

The following table is the output of SPSS.17 version in analyzing data by using T-test formula.

TABLE 15
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	2,264	,138	4,739	58	,000	11,767	2,483	6,797	16,737
	Equal variances not assumed			4,739	54,659	,000	11,767	2,483	6,790	16,743

From the output SPSS above, it can be seen that Significant value < significant (0.05)

From the table above, it could be seen that score t-test was 5.718 with df=58, because df=58 was not found from the "t" table, so the researcher took df=60, mean difference is 11.900 and standard error difference is 2.081. Lower interval of the difference is 7.734 and upper confidence difference is 16.066.

If t_{observe} 10.608 compares with t_t with df 60, the t critic point is:

Significance level 5% = 1.99

Significance level 1% = 2.64

It can be seen that the t_o is higher than t_t in significance 5% and 1%. In other words, it can be read $2.01 < 5.718 > 2.68$. Its mean H_o is rejected and H_a is accepted or

there is significant effect on students' reading comprehension in narrative text by using Venn Diagram strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, the writer concludes:

1. Students' reading comprehension in descriptive text without using Venn Diagram Strategy at state junior high school 2 Pangkalan Lesung is not drastically improved.
2. Students' reading comprehension in descriptive text by using Venn diagram Strategy at state junior high school 2 Pangkalan Lesung is drastically improved.
3. There is significant effect on students' reading comprehension in descriptive text taught by using Venn Diagram strategy.

B. Suggestion

Considering the result of this study, the writer would like to give some suggestion. They are as follows:

1. Suggestion for the teacher:
 - a. The teacher should know how to enhance his/her ability in teaching and to develop a good atmosphere in the class, so that the students learn easily and comfortably in their class.

- b. The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English especially in reading subject.
- c. Besides that, the teacher should be selective and creative in choosing appropriate materials to improve the students' ability and to enhance students' motivation in learning English.
- d. The teacher is recommended to use Venn Diagram strategy in teaching and learning English.

2. Suggestion for the students:

- a. The students should be aware of the importance of reading to get some information they need. They should not judge that reading is a boring activity.
- b. Students in general should encourage themselves to learn more, to ask what they do not understand and to learn as much as possible.
- c. The students should try to implement Venn Diagram strategy in learning English as their note taking and practice in the classroom.
- d. The students pay more attention to the lesson that has been shared by the teacher in front of the class.

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